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ABSTRACT

This planning report reviews major goals for the Minnesota Community College System (MCCS) and sets directions for the 1992-95 period. The first section describes the following three major thrusts to MCCS planning efforts: helping constituencies understand the vital role of the MCCS in maintaining the quality of living and work; ensuring quality in every aspect of operations; and investment in partnerships. Following the MCCS vision and mission statements, recent efforts to stretch the system's limited resources are then reviewed, indicating that students paid almost 40% of instructional costs as of 1992-93 while dollars per student have dropped from $4,132 in 1985 to $3,800 in 1992-93. Next, the following strategies are presented for the three major goals: (1) reaffirm the role of community colleges in serving the state with quality programs by listening, responding, and communicating to constituents; (2) improve responsiveness to constituencies by instilling quality processes at all levels, setting standards, measuring effectiveness, promoting excellence in teaching and learning, and implementing total quality management processes; and (3) create teaching and learning partnerships and strategies to achieve them by establishing and expanding partnerships with high schools, universities, business/industry, labor, federal/state/local governments, and nonprofit corporations and charitable foundations. Appendixes provide population and economic assumptions behind the document and an enrollment analysis examining population trends, enrollment by age and gender, and enrollment projections through 1999. (KP)

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ED 372 799

Minnesota's Community Colleges:

A Plan to Serve

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JC 940 438

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PLANNING

IN

THE MINNESOTA COMMUNITY COLLEGE

SYSTEM

1992 - 1995

A Report to the Legislature
Pursuant to Minnesota Statutes 135A.06

Submitted by the Minnesota State Board for Community Colleges

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Geraldine A. Evans, Chancellor

September 1, 1992

INTRODUCTION

Minnesota's Community Colleges carry on a tradition of community service born 78 years ago when the state's first junior college opened its doors in Cloquet.

Rochester Junior College opened one year later and remains today as the oldest member of a statewide system that evolved from the work of forward-looking educational leaders.

Almost 20 years ago, the Minnesota Legislature recognized that the work of junior colleges had expanded beyond the limits of the old name and renamed them community colleges.

Along with the foundations of tradition, higher education also must have a clear vision and a plan for the future.

Our Plan to Serve has evolved from a systemwide effort involving the chancellor, the system office staff and campus leaders. We have reviewed our goals and set clear directions for the years ahead.

Our efforts have focused on three major thrusts.

First, we must help our constituencies understand the vital role the Minnesota Community Colleges play in keeping our state the quality place it is for all of us to live and work.

Traditionally, we have been accepted as a system that offers quality transfer education close to home and in a "user-friendly" environment. With the increase in the size of the high school graduating classes, with the State Universities establishing more selective entrance requirements, and with larger percentages of high school graduates going on to college, it is likely this role will hold increased importance in the near future. In addition, our colleges have, since the l920s, offered knowledge-based, two-year occupational programs. Our programs, generally those with large general education components, have provided quality employees for our state's workforce and career ladders for citizens who could not always afford four years of college before entering employment. These occupations are the fastest growing segment of the American workforce.

Since we have been the "open-door" colleges for Minnesota, we have provided an opportunity for under-prepared students to obtain remedial and developmental skills before moving into the regular college curriculum. We

As the world demands constant updating of employees' skills and knowledge, the role of the Minnesota Community College System in providing lifelong learning takes on the dimension of educating and re-have, and will continue to, provide a second chance for many of our citizens. And we have always been especially proud of our role of providing lifelong learning. educating the workforce to obtain jobs, advance within positions, and stay ahead of the ever-changing knowledge base in occupational fields. We are the system with the greatest potential to keep Minnesota competitive and productive in the years ahead. We all need to help our constituencies understand this concept and seek their support of our mission.

Second, we need to provide quality in every aspect of our operation.

Our courses need to provide quality learning outcomes, our student services need to be user-friendly and effective, and our management must be efficient.

Third, we need to invest in partnerships.

Through partnerships we can provide more and better service for our students and communities at lower costs. We can cooperate with other public entities to leverage money for better use of tax dollars, we can help students flow through the educational systems more smoothly and cost-effectively by articulating our programs with high schools and other institutions of higher education, and we can keep our communities on the cutting edge by working with business and industry to provide the learning opportunities employees need in this ever changing work environment. Resources are too scarce and needs are too great for us to operate in any other manner.

We believe the years ahead offer exciting challenges for the community colleges. We are confident we can meet these challenges and will serve our communities well and the state well.

OUR VISION

- Minnesota's Community Colleges will be recognized as the providers of high quality educational programs that encompass university transfer, career preparation, developmental learning and lifelong learning — the proven, traditional role of the community college. Political, educational and civic leaders will acknowledge and encourage the role of community colleges in building an educated workforce, increasing the productivity of Minnesota people and improving the state's economic climate. Community college programs will be closely linked to the needs of communities, employers, transfer-destination institutions and educational consumers. Community colleges will continue to make special efforts to recruit and serve all people in Minnesota's diverse population whose productivity will be critical for Minnesota's future, especially minorities.

- The mission will be carried out in innovative, cost-effective ways, and its outcomes will be tested and measured. Community colleges will stress quality management at all levels, working to give employees management tools, effective organization and technological improvements, all with the aim of better serving our students and our communities.

- Community colleges will be leaders in the development of partnerships, with other educational systems and institutions, with business and industry, and with other state agencies. Collaboration will be viewed as the best answer to the needs of education consumers and the financial interests of Minnesota taxpayers.

MISSION STATEMENT

The mission of the Minnesota Community College System is to provide high quality teaching and learning in accessible, affordable and supportive settings — operating as Minnesota's open door colleges. Minnesota's community colleges are committed to building the productivity of the state by recognizing the dignity and worth of each individual and helping each student succeed to full potential. Our purpose is to provide the best possible teaching to develop in students the critical reasoning skills necessary for success in a changing, technology-based, multi-cultural world. In carrying out this mission, community colleges will meet the unique educational needs of communities and the overall economic needs of the state.

This mission will provide:

- Comprehensive courses and programs, including general education, associate degree programs in the liberal arts and sciences that are transferable to four-year colleges and universities, and joint programs with technical colleges.

- Occupational preparation, enabling students to acquire skills and knowledge leading to employment or transfer to four-year colleges and universities.

- Developmental education, enhancing students' skills in reading, writing and mathematics to improve their success in college programs.

- Continuing education, providing credit and non-credit classes and workshops for professional advancement, retraining and upgrading of skills, addressing present and emerging needs of employees and employers.

- Community services, providing cultural forums and lifelong learning opportunities for all citizens.

- Student support services, including counseling, advising, financial aid, assessment of basic skills and child care, and a range of student life programs that serve the diverse makeup of student bodies.

Restatement of mission adopted 1/14/93

THE RESOURCE CHALLENGE

The ability of any institution to achieve its strategic goals is tied to the question of resources. For Minnesota's Community Colleges, sufficient resources remain a continuing challenge.

Many factors have stretched the financial base of the Community College System as it attempts to carry out its mission. They include:

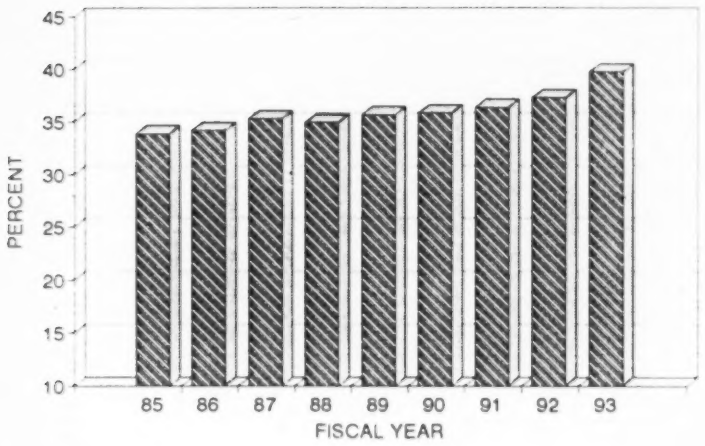
- A historically frugal funding base.
- Enrollment growing to record levels year after year.
- A state funding formula based on the number of students enrolled two years earlier.
- Increased interest in and demand for college education in a changing economy.
- University of Minnesota and State University initiatives to restrict lower division enrollment and divert students to Community Colleges.
- A large proportion of part-time and non-traditional students, using higher education on their own terms but requiring the same administrative and support services as full-time students.
- Under-prepared students requiring developmental education services to ready them for college-level work.
- The need to provide access to students across the entire geography of Minnesota.

Two key indicators demonstrate the resource challenge. They are illustrated by the charts on the following page.

- **Students now pay almost 40% of instructional cost.**

  While state policy for the last decade has assumed that tuition would provide 33% of the cost of instruction, the inability of state appropriations to meet basic funding requirements has meant that students pay an increasing share (39.7%).

STUDENT SHARE OF SPENDING FOR INSTRUCTION

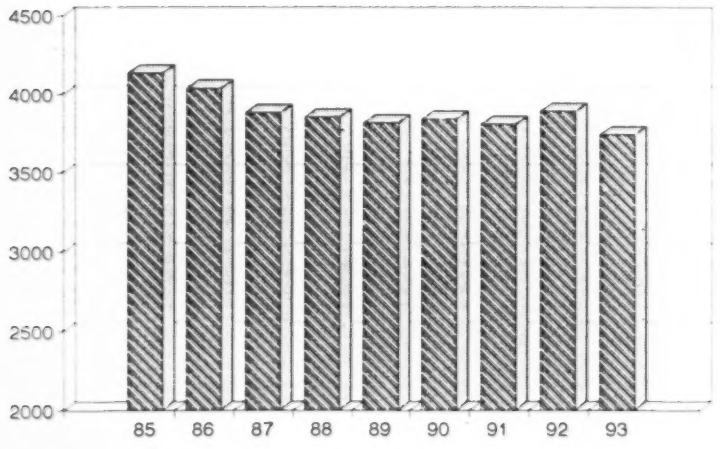


1992 & 1993 ARE ESTIMATED

- **The inflation-adjusted dollars available per community college student have dropped from $4,132 in 1985 to $3,800 in 1992-93.**

  Despite increases in tuition to bridge the gap and continued operational efficiency, the amount available to support the education of each community college student has declined.

DOLLARS SPENT PER STUDENT*



* FULL YEAR EQUIVALENT ENROLLMENT
HEPI CONSTANT DOLLARS 1991 = 100
1992 & 1993 ARE ESTIMATED

THE COMMUNITY COLLEGE PLAN TO SERVE

GOAL I. SERVICE THROUGH TEACHING AND LEARNING.

Reaffirm the role of community colleges in serving Minnesotans with quality educational programs for university transfer, occupational preparation, developmental needs and lifelong learning. Keep these programs affordable and accessible and adapt them to the changing needs of Minnesota communities. Communicate this mission to the students and communities we serve.

Strategy A. Listen to those we serve.

- Create a statewide task force to better define the educational needs of students, employers, employees and their communities.
- Survey sample groups of our students to verify their expected outcomes for attending community colleges.
- Survey communities, including employers and employees, to develop a list of met and unmet educational needs and expected outcomes from our system.
- Determine from community surveys how community colleges can meet, and are meeting, economic and cultural needs.

Strategy B. Respond to those we serve.

- Respond with relevant curriculum changes to the needs of communities, and to needs of business and industry.
- Increase participation by under-served people, through recruitment and service to minorities, those with disabilities and those who view age, economic status or geographic location as impediments to learning.

- Increase the retention and graduation rate of minorities, ensuring diversity of staff and an accepting environment for learning.

Strategy C. Communicate with those we serve.

- Communicate the community college mission clearly to:
  The citizens of Minnesota.
  Policy makers in local and state governments.
  Students.
  Business, industry and labor.

GOAL II. QUALITY IN TEACHING AND LEARNING.

Improve responsiveness to the many community college constituencies by instilling quality processes at all levels, by setting standards and by measuring the effectiveness of all programs. Measure all quality efforts by their impact on change in students.

Strategy A. Promote excellence in teaching and learning.

- Improve the teaching and learning process through initiatives such as Effective Thinking, using innovations throughout the curriculum to teach the thinking, writing, speaking and computing skills essential for an information-based economy.

- Enhance the professional growth of faculty through programs, activities and the Center for Teaching and Learning.

- Recognize faculty achievements which promote excellence in teaching.

Strategy B. Ensure the responsiveness of instructional programs and student services to better meet the current and emerging needs of our constituencies.

- Establish clear standards for institutional effectiveness, including but not limited to:

  a. Academic, career and financial aid advising.
  b. Counseling.

c. Student life activities.
d. Placement rates in occupational programs.
e. Transfer rates among students with transfer intent.
f. Responsiveness to business, industry and labor. Success rates in recruitment, retention and graduation of minority students.
g. Success rate of developmental education programs.

- Measure institutional effectiveness through:
  a. Enhanced institutional research capabilities on each campus.
  b. Annual student surveys of general satisfaction, instructional excellence and student services.
  c. Identification of students' program choices (intent) and their needs for support services.
  d. Validation of current assessment instruments.
  e. Development of outcome measures for instruction.

- Use standards and measurements for college and system improvement.
  a. Strengthen processes to eliminate low-priority programs as a means to strengthen high-priority programs.
  b. Develop new programs in response to community needs.

Strategy C. Improve service through quality management.

- Adopt Total Quality Management concepts throughout the system.

- Strengthen human resource planning to recruit and train quality staff and ensure diversity.

- Ensure faculty and staff renewal, providing opportunities for advancement and enhancement of knowledge and skills.

Strategy D. Improve quality through technology.

- Provide advocacy, support and incentives for incorporation of advanced technology into teaching, student services, management information, executive decision-making and resource management.
- Develop integrated systems for:
  a. Electronic student advising.
  b. Electronic transcripting systems.
  c. Electronic degree audits.
  d. Registration.
  e. Financial aid.

GOAL III. TEACHING AND LEARNING PARTNERSHIPS.

Build relationships that will serve the people of Minnesota by making higher education available in a more efficient and user-friendly manner for the betterment of students of all ages, for new and established businesses and for community growth.

Strategy A. Establish and expand partnerships with high schools.

- Develop Tech Prep programs in cooperation with high schools and technical colleges.

- Maintain well-coordinated relationships with high schools for Post-Secondary Education Options (PSEO) program.

- Coordinate with state Department of Education programs on preparation standards and outcome-based education (OBE).

Strategy B. Establish and expand partnerships with public and private colleges and universities.

- Improve transfer relationships, including joint admissions and new transfer initiatives with private colleges.

- Continue to add joint programs between technical colleges and community colleges.

- Pursue joint student services — beginning with pilot projects — at co-located community college and technical college campuses, including assessment, career counseling, financial aid and community service.

- Pursue joint buildings and grounds operations — beginning with pilot projects — at co-located community college and technical college campuses.

- Pursue joint use of libraries and telecommunications facilities.

- Develop commonly accepted principles for and measurement of general education (Minnesota Transfer Curriculum).

- Implement the Transfer Standards and Procedures recommendations adopted by Minnesota's four public higher education systems.

Strategy C. Establish and expand partnerships with business, industry and labor.

- Train and retrain workers.

- Develop new programs to meet emerging needs of industry.

- Provide continuing education for employed adults, business people, farmers and professionals.

- Provide on-site and customized education for employees.

- Redesign and develop "career ladder" programs, to allow for both job entry and university transfer, to eliminate any "dead end" programs.

- Obtain funds for interactive television (ITV) at all colleges and centers.

Strategy D. Establish and expand partnerships with federal, state and local governments, nonprofit corporations and charitable foundations.

- Collaborate with the Minnesota Departments of Jobs and Training, Trade and Economic Development, Human Services and others for services to workers requiring assistance for entry, re-entry or advancement in the employment market.

- Work with local governments for the joint use of libraries, parks and other facilities.

- Strengthen capabilities for system-level fund-raising.

- Provide support to colleges for their fund-raising efforts.

Legislation Affecting Planning

Laws of Minnesota for 1991, Chapter 356, creates a Higher Education Board to govern the Community College System, State University System and Technical College System. Unless altered by the Legislature, this merger will become effective on July 1, 1995. The State Board for Community Colleges, the State University Board and the State Board of Technical Colleges will be abolished on July 1, 1995.

APPENDIX A

PLANNING ASSUMPTIONS
MINNESOTA COMMUNITY COLLEGE SYSTEM

The following pages provide the planning assumptions on which the System's plan is based. They are drawn from a wide range of sources, including publications on trends in population, the economy, the workforce, on history and on discussions of the trends.

PLANNING ASSUMPTIONS

I. Regarding Minnesota population

A. Growth:

1. Minnesota's population will continue to experience moderate growth.
2. There will be no appreciable increase in the birth rate through the end of the century.
3. Minority populations will continue to increase at a faster rate than the State's overall population growth.

II. Regarding Minnesota economy

A. Growth:

1. Without vigorous economic development efforts which include higher education, Minnesota's economy will grow more slowly during the 1990's than during the 1980's.
2. The overall performance of Minnesota's industries will become increasingly dependent on market conditions outside the state.
3. Strategies will focus increasingly on diversification of the State's economic base.

B. Workforce:

1. Minnesota, like the nation, will experience shortages of younger, entry-level workers.
2. There will be more pressure for the retraining of the existing workforce at repeated intervals.
3. Labor market growth will continue to be dependent upon increased participation in the workforce by women and minorities.

III. Regarding Minnesota Higher Education

A. Resources:

The State's fiscal difficulties will mean continuing constraints on the amount of resources available for Higher Education.

B. Enrollment:

System and program restructuring will result in enrollment shifts.

C. Mission:

Heavy emphasis will continue to be placed upon inter and intrasystem planning and cooperation in higher education, particularly as three of the public systems move toward merger.

D. Product:

1. Educational preparation beyond high school will be increasingly essential for career growth and mobility.
2. Well-prepared workers will need competence in basic skills, thinking skills, mathematics, science and foreign languages, as well as the ability to productively use resources, interpersonal skills, information, systems and technology.
3. Ongoing partnerships between educational institutions and business/industry/labor will become routine features of higher education in Minnesota.
4. Use of telecommunications will be increasingly common in the delivery of instruction.

IV. Regarding Minnesota Community Colleges

A. Enrollment:

1. As a consequence of shifts in emphasis at the University of Minnesota and the State University System the Colleges will continue to be the initial entry point for an increasing proportion of students enrolling for the first time in Minnesota's higher education institutions.
2. The Colleges will experience enrollment increases as a result of increases in the number of high school graduates and population aged 20 to 24.
3. Growth in minority population and the diversity strategy will result in an even more diverse student body than at present.
4. The Colleges' enrollment in developmental courses will increase.
5. Demand for employee training and retraining programs from business and industry will result in enrollment increases.
6. The Colleges will experience increased enrollment as the result of more partnerships with other educational providers.
7. Enrollment growth will be offset to some extent by the loss of enrollment from the redesigned Technical College Joint Programs, the creation of the School for Law Enforcement in the metro area and declines in the 25 to 39 year old population.
8. System enrollment has already exceeded Higher Education Coordinating Board projections and is likely to increase gradually between 1992 and 2000 as a result of the above assumptions.

B. Mission:

1. Articulation between the Community Colleges and secondary schools as well as other institutions of higher education will continue to increase as the Colleges continue to be the initial entry point for an increasing proportion of all students enrolling for the first time in Minnesota's higher education institutions.
2. Service to business and industry will become a increasingly important aspect of the Colleges' mission.

3. Community Colleges will continue to be the primary provider of developmental education.

C. Outcomes:

1. The Colleges will continue to develop the capability to document their outcomes for both internal and external purposes.
2. Outcomes measurement will focus on improvement in the quality of instruction, curriculum, services and support programs.
3. Additional resources will be required to augment the Colleges' capability to develop and maintain institutional outcomes.

D. Product:

1. The Colleges will increasingly focus on instruction which stresses lifelong learning and credentialing.
2. New programs and services will be added to the Colleges which reflect the need for increasing the educational attainment of the workforce as part of the State's economic development efforts.

E. Personnel:

1. Community College faculty and staff will become increasingly mature.
2. Diversity among Community College faculty and staff will increase as a result of retirements and diversity efforts.

APPENDIX B

ENROLLMENT ANALYSIS
MINNESOTA COMMUNITY COLLEGE SYSTEM

I. POPULATION TRENDS

A. The number of high school graduates will reach a low point in 1992, increase until 2000 and then remain relatively stable. **(Figure 1)**

B. The size of the traditional college-age population (20-24) will reach a low point in the mid-1990s and increase gradually. **(Figure 3)**

C. The 25 to 39 year old population peaked in 1990 and will decrease steadily. **(Figure 4)**

D. The population over 40 years of age will grow rapidly starting in 1995. **(Figure 5)**

II. ENROLLMENT RATES BY AGE AND GENDER

A. Community college enrollment rates for 17 to 19 year olds grew rapidly between 1985 and 1989 and again between 1990 and 1991. The rates for females are slightly higher than those for males. **(Figure 6)**

B. Enrollment rates for 20 to 24 year olds have grown substantially since 1985. The rates for females slightly higher than those for males in this age group. **(Figure 7)**

C. Enrollment rates for 25 to 39 year old females and males have grown steadily since 1985. Female enrollment rates in this age group are double those of males. **(Figure 8)**

D. Enrollment rates for 40 year old and above group increased between 1985 and 1987, remained stable through 1989 and have decreased since then. Female enrollment rates in this age group are triple those of males. **(Figure 9)**

III. ENROLLMENT TRENDS

A. Community College headcount enrollment increased by 52 percent between Fall 1984 and Fall 1991. **(Figure 10)**

B. Community College Full Year Equivalent (FYE) enrollment increased by 47 percent between 1984-85 and 1990-91. FYE decreased by 1 percent in 1991-92 because of the cancellation of summer session. Preliminary indications suggest that FYE will increase in 1992-93. **(Figure 11)**

IV. ENROLLMENT OUTLOOK

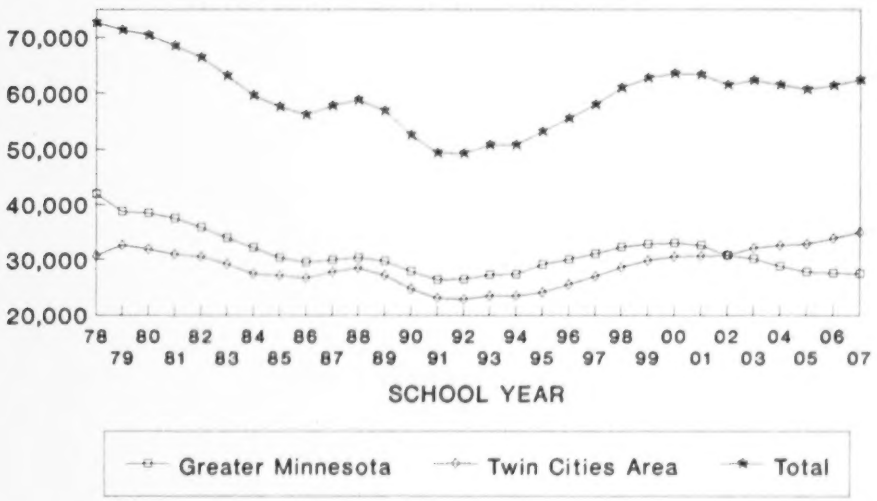
A. The Higher Education Coordinating Board (HECB) projected a decrease in community college headcount for Fall 1991. Actual headcount exceeded the HECB projections by 4.4 percent. **(Figure 12)**

B. HECB also projected a decrease in FYE enrollment for 1991-92. Actual FYE exceeded the HECB projections by 5 percent. **(Figure 13)**

C. It is expected the community college headcount and FYE will continue to increase but at a slower rate than during the 1984-85 to 1990-91 period.

FIGURE 1

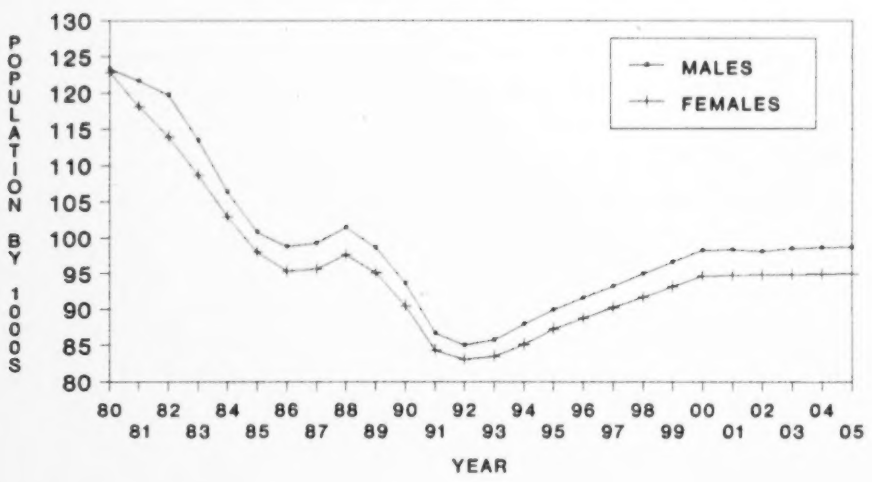
HIGH SCHOOL GRADUATES WILL INCREASE BETWEEN 1992 AND 2000



Act. 1978 to 1990, Proj. 1991 to 2007
Source: MN Dept of Education and HECB

FIGURE 2

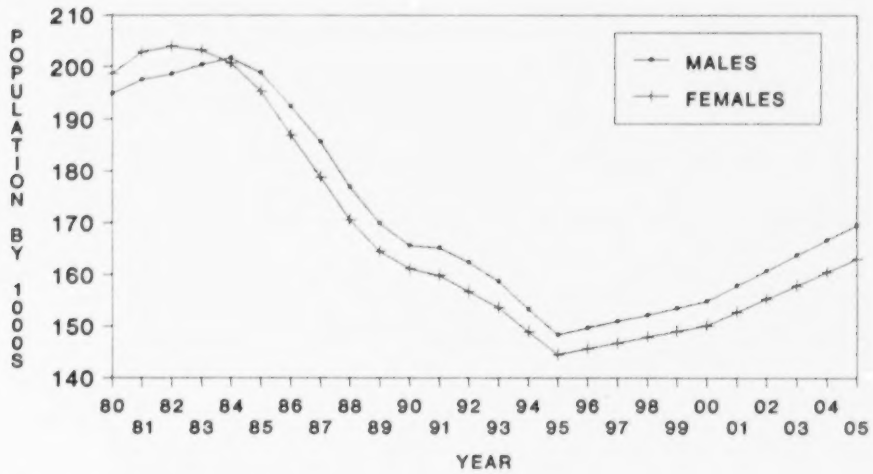
17-19 YEAR OLDS WILL INCREASE BETWEEN 1992 AND 2000



1980-2005
Source: State Demographer

FIGURE 3

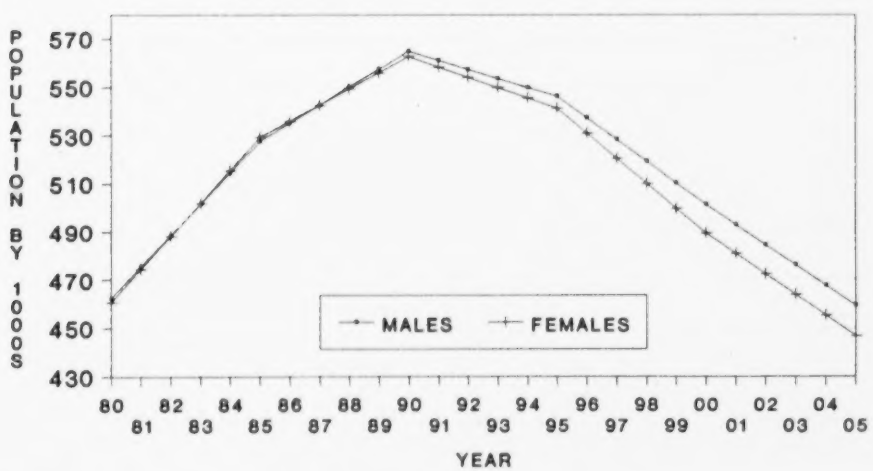
20-24 YEAR OLDS WILL DECREASE BETWEEN 1992 AND 1995 AND THEN INCREASE



1980-2005
Source: State Demographer

FIGURE 4

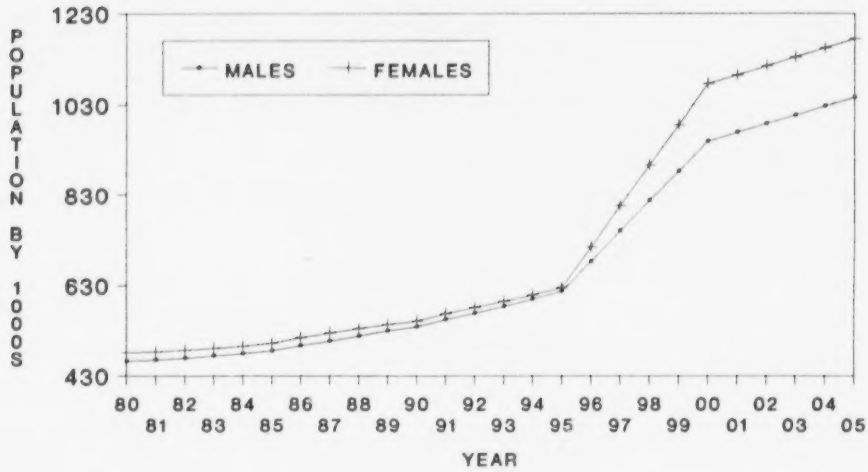
25-39 YEAR OLDS WILL DECREASE STEADILY



1980-2005
Source: State Demographer

FIGURE 5

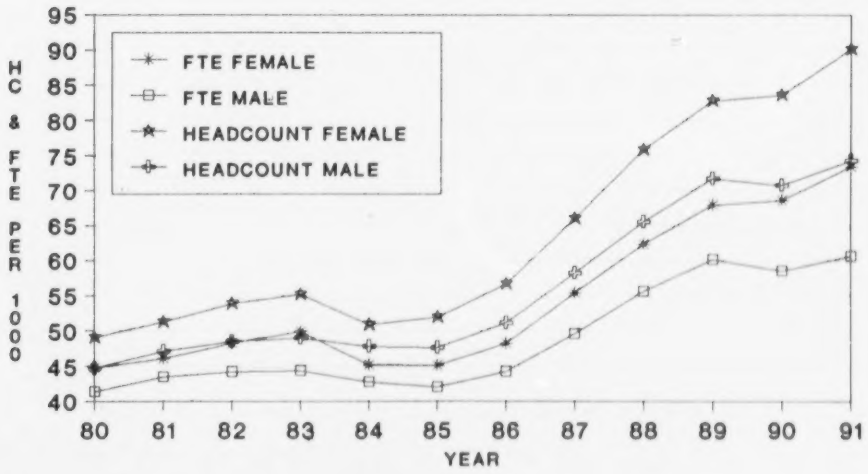
40 YEARS OLD AND OVER WILL CONTINUE TO INCREASE



1980-2005
Source: State Demographer

FIGURE 6

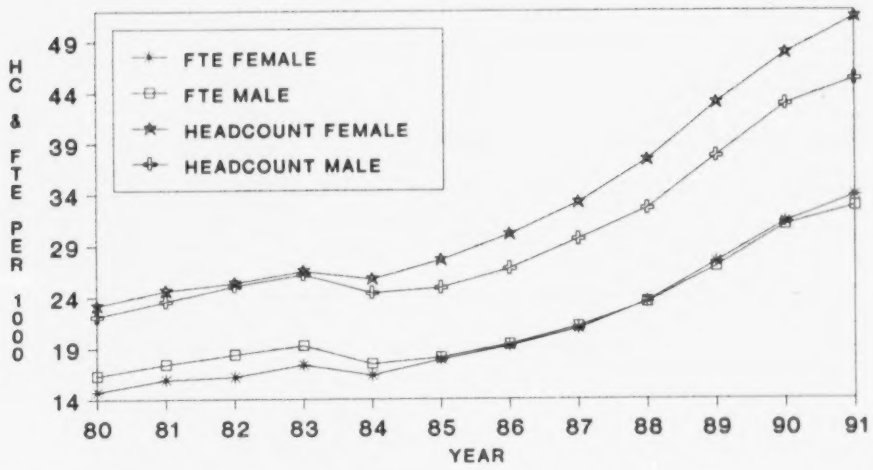
ENROLLMENT RATES FOR 17-19 YEAR OLDS GREW RAPIDLY BETWEEN 1985 AND 1991



FALL HC & FTE PER 1,000 MN POP AGE 17-19
SOURCE: STATE DEMOGRAPHER AND MCCS

FIGURE 7

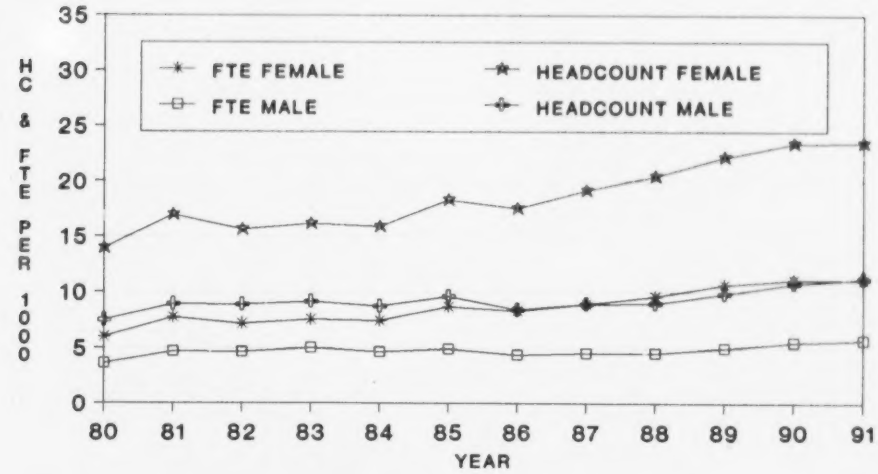
ENROLLMENT RATES FOR 20-24 YEAR OLDS GREW SUBSTANTIALLY BETWEEN 1984 AND 1991



FALL HC & FTE PER 1,000 MN POP AGE 20-24
SOURCE: STATE DEMOGRAPHER AND MCCS

FIGURE 8

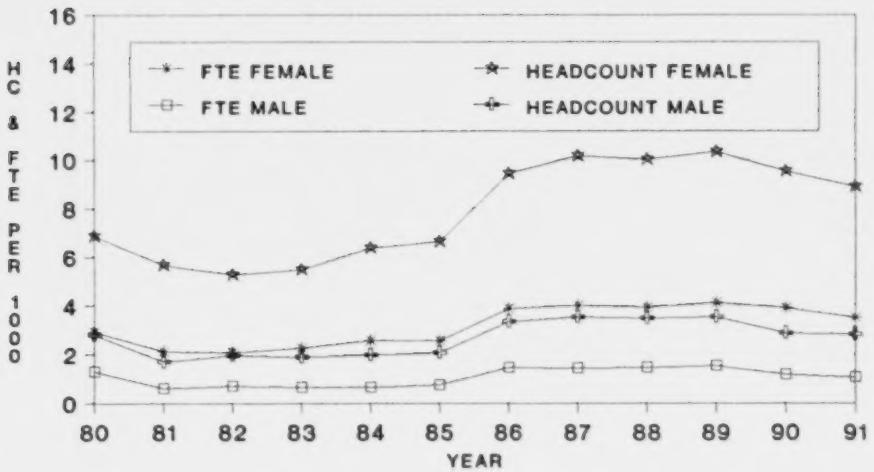
ENROLLMENT RATES FOR 25-39 YEAR OLDS GREW STEADILY BETWEEN 1984 AND 1991



FALL HC & FTE PER 1,000 MN POP AGE 25-39
SOURCE: STATE DEMOGRAPHER AND MCCS

FIGURE 9

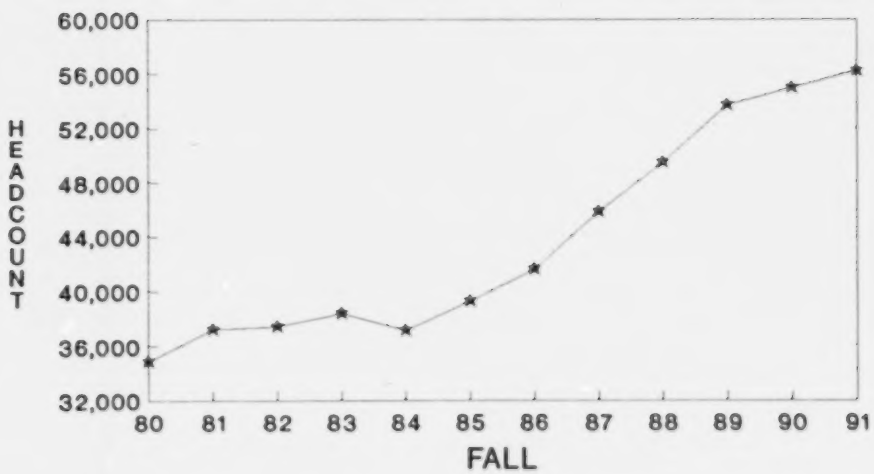
ENROLLMENT RATES FOR 40+ YEARS OLD GREW SHARPLY BETWEEN 1985 AND 1987



FALL HC & FTE PER 1,000 MN POP AGE 40+
SOURCE: STATE DEMOGRAPHER AND MCCS

FIGURE 10

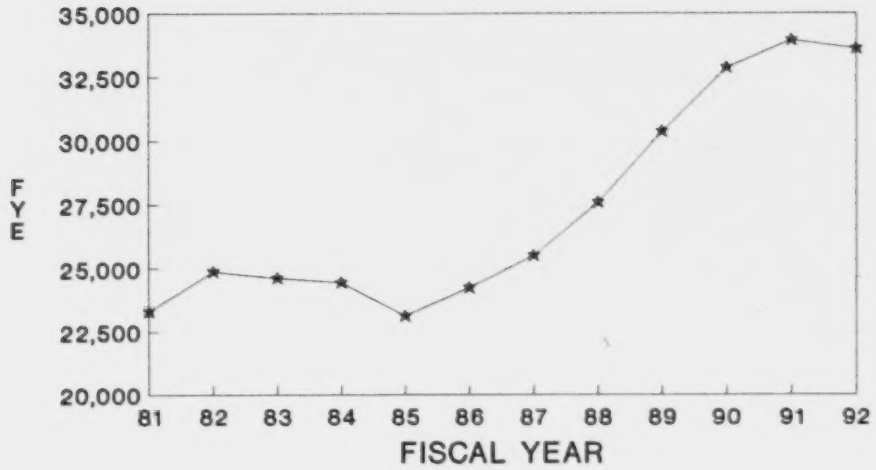
HEADCOUNT ENROLLMENT INCREASED BY 51% BETWEEN 1984 AND 1991



Based on 10th Day
Source: MN Community College System

FIGURE 11

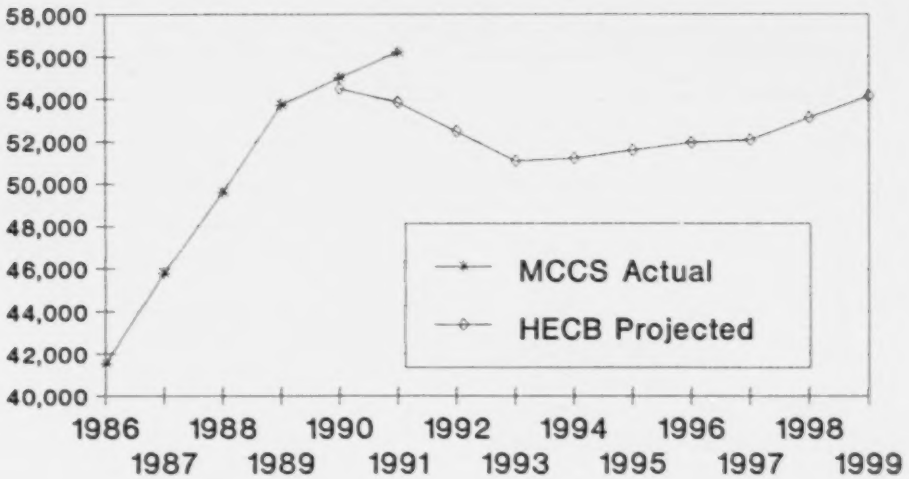
F.Y.E. ENROLLMENT INCREASED BY 45% BETWEEN FISCAL YEARS 1985 AND 1992



SOURCE: MN COMMUNITY COLLEGE SYSTEM

FIGURE 12

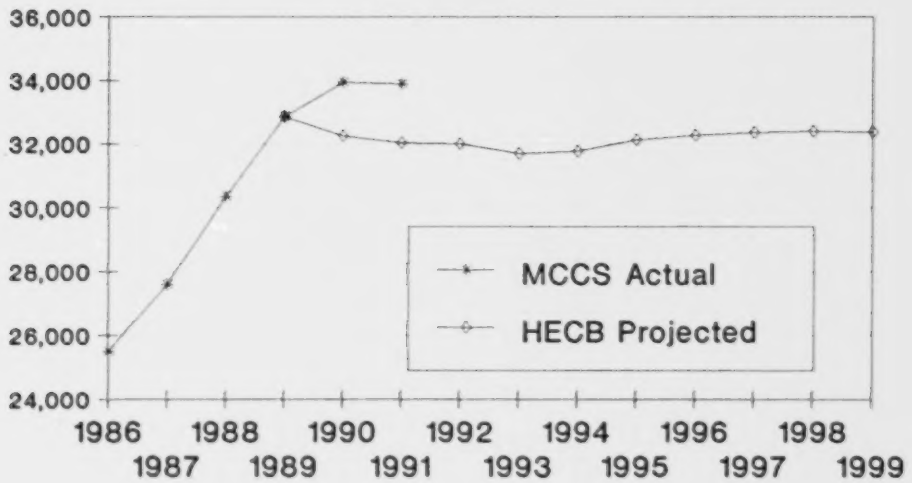
FALL HEADCOUNT ENROLLMENT EXCEEDED HECB PROJECTIONS



Based on Fall 10th Day figures
Source: MHECB and MCCS

FIGURE 13

FISCAL YEAR FYE ENROLLMENT EXCEEDED HECB PROJECTIONS



Source: MHECB and MCCS